

# Examiners' Report

## June 2016

### GCSE Citizenship 5CS03 3C

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## **Introduction**

As in previous years, many candidates responded effectively to the challenge of examining a theme from a number of different perspectives: individual, community, national, global, political, social and ethical. They successfully identified and sought to reconcile the different and often conflicting ideas and opinions associated with these perspectives, and this was most obvious in Questions 14 and 15, where a significant number of candidates were able to use precise evidence and good reasoning to access the higher levels.

Overall, the strongest responses demonstrated sound knowledge and understanding and complemented the source material in the data response and short, extended writing questions with relevant and topical 'own knowledge'. The majority of candidates made good use of the time available and left sufficient time to respond to the final 15 mark question, mostly at some length.

This report does not include examples of the multiple choice questions but covers the short answer, extended answer and essay questions.

## Question 8

The vast majority of candidates were able to gain credit on this question, although there was a significant minority who only gained 1 mark. Such candidates frequently gave very basic single word responses such as leaflet or poster. Less able candidates also provided a lot of vague 'contact the government' catch-all responses which clearly were not specific enough to gain the mark and would have needed to add **how** the government could be contacted. Candidates need to be provided with guidance to develop their skills in being specific when answering questions on influencing those in power, to ensure that they are choosing a valid method.

Candidates who gained full marks most often gave responses related to the use of social media, creating or joining a pressure group and writing to the government.

8 Source A gives an example of a campaign for a policy.

Using your own knowledge, state **three** methods an individual could use to persuade a government to take action on an issue.

1 ~~Pre~~ form pressure groups

2 protest

3 write a letter to government / local MP  
Campaigns



### ResultsPlus Examiner Comments

This response is a good example of how a candidate loses marks by not giving a specific answer - points 1 and 3 are valid and relevant and so are awarded marks. However, point 2 is too vague and so does not gain any credit.



### ResultsPlus Examiner Tip

Avoid talking about 'protest' in general - give an example of how to protest e.g. a demonstration or a march.

## Question 9

The majority of candidates were able to answer this question well, with a wide range of responses demonstrating a good understanding of the reasons why government may choose not to address an issue. The most common responses seen were 'they do not agree with the change proposed' - with a significant number of candidates referring to manifesto pledges here - and 'may be too expensive'- with a significant and pleasing number of candidates demonstrating strong knowledge and understanding of the political climate by making references to the economic recession as a reason to spend money changing a law.

Only a minority of candidates gave answers that did not gain credit here - responses such as 'they are happy with the law as it is' would be too vague to be awarded marks.

9 Give **two** reasons why a government might ignore a campaign to change the law.

1. If they do not feel it will benefit the public

2. If there is not enough support



**ResultsPlus**  
Examiner Comments

This is a good example as it makes two distinct points.

9 Give **two** reasons why a government might ignore a campaign to change the law.

1. Because they wouldn't have enough time to read their letters.

2. Or because the government is happy with the laws that he has implanted.



**ResultsPlus**  
Examiner Comments

This is a common example of a response with no creditable points.

No marks were awarded.

## Question 10

It was particularly pleasing to see such a diverse range of pressure groups referenced in the 'example' here, from international to national to local - in some cases, from the candidates' own local area. Such diversity of knowledge should be encouraged, as it strengthens candidates' understanding of many citizenship issues. The vast majority of candidates were awarded a mark here.

The 'explanation' part was not always answered as successfully, with a significant number of candidates choosing to describe an action taken by their chosen pressure group or one of their aims rather than explain what a pressure group is - as directed by the question. For example, many candidates referenced Fathers4Justice as their example and then in the explanation described a publicity stunt by the group or their aim to give fathers more rights. Descriptions like this would gain no credit, as the responses needed to be focused on what pressure groups **are** rather than what they **do** - for example, raising awareness or trying to influence the government to change the law. Candidates who linked actions/aims to a valid explanation **would** have been awarded a mark. For example, 'the Suffragettes wanted women to be given the right to vote so campaigned to get the government to change the law' would have gained credit.

**10** Using **one** example, explain what is meant by a pressure group.

Example Fathers for Justice

Explanation Help give Dad's right over there  
children just as much as the mums.



**ResultsPlus**  
Examiner Comments

This response is an example of a common error made by candidates - the 'example' given is a valid one, but the 'explanation' is an example of the pressure group's work rather than explaining what a pressure group is, so this does not answer the question - no marks were awarded for the explanation.

## Question 11 (a)

This proved to be a very accessible question with just a few candidates choosing to go beyond the source material and in consequence give non-relevant answers.

## Question 11 (b)

The vast majority of candidates were able to identify community service as a method of repaying society. The most common error on this question was to repeat this point about community service in two different ways. There were also a significant number of candidates who gave responses related to punishment in general rather than focusing on repaying society - so including answers such as electronic tags or attending youth offending teams. Such responses would not have gained any credit as they were not focused accurately on the question.

(b) Using your own knowledge, give **two ways other than prison** in which a young offender might be required by a court to repay society.

(2)

1 Community service

2 Participate in 'Volunteer' work



**ResultsPlus**

**Examiner Comments**

This was a common error on Question 11(b): the candidate gives the same point twice from bullet point 1 of the mark scheme - in relation to community service.



**ResultsPlus**

**Examiner Tip**

Make sure the answers you give are two **different** answers rather than two ways of saying the same thing.

## Question 12 (a)

This proved to be a very accessible question with just a few candidates choosing to go beyond the source material and in consequence give non-relevant answers.

## Question 12 (b)

This question was also very accessible, with a significant number of candidates able to access both marks. The most common responses seen referenced political bias towards one political party - with some excellent responses linking this to some newspapers being left or right-wing - and many references to showing one side of a story to influence readers.

A common error with less able candidates was to give duplicate answers, such as 'only give the positives in a story' and 'only give the negatives in a story' or 'only say good things about one political party' and 'only say bad things about a political party'.

(b) Source D shows a local newspaper stating it has no political bias.

Using your own knowledge, state **two** ways in which a newspaper article may show a biased point of view.

1. ~~In an election~~ Newspaper could only <sup>(2)</sup> tell you about the pro's that a political party will do.
2. Newspaper could only tell you about the bad things that a political party will do.



**ResultsPlus**  
Examiner Comments

This is an example of a common response - the candidate has given a duplicate answer in points 1 and 2.

(b) Source D shows a local newspaper stating it has no political bias.

Using your own knowledge, state **two** ways in which a newspaper article may show a biased point of view.

(2)

1 They might use leading a leading question as a headline towards a certain party.

2 They ~~could~~ could put only negative things about a particular party.



**ResultsPlus**  
Examiner Comments

This candidate refers to political parties twice in their answer, but they have made two distinct points (leading question as a headline and only negative things) so gains 2 marks.

### Question 13

In general Question 13 was answered well, with most candidates able to list and describe examples of new media and how their actions may influence government. The most successful answers were able to develop points made, instead of the list-like answers that were given by some less able candidates. The strongest responses used specific examples of new media, such as Twitter, Facebook and blogging.

A minority of candidates did not reach Level 2 because they gave answers that were too general regarding examples of social media rather than explaining how it can influence government. Another common error was seen in responses that talked about the media in general rather than new forms of media - such responses would only gain credit if they made valid points about how the government can be influenced, but the majority of such responses failed to do so and so gained no credit.

**13** Source D refers to new forms of media such as blogging and websites.

Explain how new forms of media can be used to influence government decisions.

One way new forms of media can be used to influence government decisions is the ability to create websites or a blog in which you may write about your stance and this may gain readership and viewers who present their own views until it eventually becomes more popular when and that is when a politician may read it and agree with certain viewpoints and may present them at a meeting or something.

Additionally, with the internet you can create polls and petitions from people all over the country rather than your local community. This allows a wide ~~range of~~ viewpoint to be represented and the government may take note like they do with YOU GOV.

With the invention of electronic media, people can find out their own information without any political bias you may get from newspapers and by forming your own opinion you are can create groups on websites such as Facebook <sup>and</sup> you can make a campaign that the government may listen to.



## ResultsPlus

Examiner Comments

This makes three clear points with some good development clearly linked to how government can be influenced by online media, so merits a Level 3 mark.

13 Source D refers to new forms of media such as blogging and websites.

Explain how new forms of media can be used to influence government decisions.

new forms of media can influence government's decisions in many ways. Firstly, a newspaper company could discuss about a campaign that needs something done about it, then they could identify all the negative impacts it could have if the government did not make the right decision.



## ResultsPlus

Examiner Comments

This response gains no credit because it does not reference new forms of media - responses like this which focus solely on traditional media (newspapers) with no reference to how traditional media can use new forms of media to influence the government have not answered the question. No marks were awarded.



## ResultsPlus

Examiner Tip

Make sure you focus your answer on the question - try underlining or highlighting key words to help you remember that focus - in this case, 'new forms of media'.

## **Question 14**

The majority of candidates gave good responses that addressed both sides of the question. Some candidates struggled to give a good explanation as to how individual projects can be effective but found it easier to discuss how governments can be effective, most often using power and access to resources as an example.

The strongest responses were able to talk confidently about the source material and how this demonstrates that an individual project can be effective - usually referring to the experiences of individuals and their ability to connect with those affected. Some candidates were also able to add examples from their own knowledge of other individual projects that have been successful.

Candidates who only considered one side of the argument - so only examining individual projects **or** governments were unable to progress beyond Level 2. Candidates should be reminded of the need to give a balanced response considering an alternative point of view to reach the upper levels.

14 Using Source C and your own knowledge, do you agree that an individual project can be more effective than a government scheme in tackling social problems?

Give reasons for your opinion, showing that you have considered **an alternative point of view**.

(8)

I think that individual projects can be more effective than government schemes. This is because it brings communities together as they know who is running the scheme. This will get more people involved as it is someone who knows the area and what problems the community face. This will also create trust and relationships between people in the community, creating a better community cohesion.

Also, someone in the community can get more businesses and opportunities involved in the project. <sup>This is</sup> because they know who and what is available in the community. Businesses will get involved because it can promote their business and help the community at the same time, giving them a better reputation.

Finally

~~As well as~~, projects like Gary Buxton's make communities better multicultural

societys as their is more tolerance due to the togetherness of the project. This also reduces conflict, racism and discrimination between people.

People ~~who~~ would disagree with my views because the government has more money to offer to these types of projects. They also have more trained staff to help with all types of generations.

Also, people could trust the government more due to past projects they have started before. For example, cleaning up Britain.

The government also have a bigger reputation compared to a smaller project. This will also make the government seem more trust worthy to the public.



### ResultsPlus Examiner Comments

This is a balanced and well-reasoned response, so reaching Level 3. More use of evidence would have lifted this into Level 4.



### ResultsPlus Examiner Tip

Using evidence from the source referred to in the question is a good way to make sure you reach the top of Level 3 or Level 4.

14 Using Source C and your own knowledge, do you agree that an individual project can be more effective than a government scheme in tackling social problems?

Give reasons for your opinion, showing that you have considered **an alternative point of view**.

(8)

It could be argued an individual project can be more effective than a government scheme in tackling social problems. For example, Gary Buxton funded the Young Advisors charity to tackle the issue of young people offending. This was more effective than a government scheme as Gary knew exactly what the problem was and how to fix it. Another example is ~~Emma Watson's project He for She is~~ Jamie Oliver creating an online blog to tackle the school issue of supplying healthy meals. This individual blog made many schools re-consider their menu which hadn't been challenged by the government. Also Emma Watson's project He for She is more effective than government schemes on gender equality due to her status and passion for tackling this social issue. Therefore individual projects are more effective than government schemes in tackling social problems.

However it could also be argued individual projects

are not as effective as government schemes. For example, government schemes such as the Sure Start, Educational Maintenance Allowance have all been more successful than individual projects because the government have more money, resources and publicity. Government schemes like Stim Higher have tried to tackle the social issue of child poverty. This has been successful as the government look after the public sector therefore they can tackle social problems more effectively as they have the authority and power to do so. Therefore government schemes are more effective than individual projects in tackling social problems.

In my opinion, I think individual projects can be more effective than government schemes because usually individuals ~~have~~ <sup>are</sup> more determined on the project whereas governments have to divide their attention between many schemes and policies.



### ResultsPlus Examiner Comments

This is a well-reasoned and balanced argument with good evidence from the candidate's own knowledge, thus meriting all 8 marks.



### ResultsPlus Examiner Tip

While using the source **can** help reach Level 3 and 4, you don't **have** to use the source in the 8 mark question. Own knowledge examples are just as valid as examples from the source.

## **Question 15**

It was particularly pleasing to see the majority of candidates demonstrating a good understanding of the factors that influence government decisions and how important both public opinion and expense is - most candidates also gave more than one viewpoint, so were able to progress beyond Level 2. Most candidates used the scaffolding to develop their answers, but many were still able to reach Level 4 by ensuring they kept referring back to the question focus on the significance of public opinion and cost.

A number of candidates, however, were unable to develop their answers with relevant evidence related to either the importance of public opinion **or** why cost is a factor, and so were unable to move beyond Level 3. Candidates should be reminded of the need to include evidence in the extended answer questions to support their arguments. The strongest responses were able to link their arguments to examples of public opinion and expensive issues. Some excellent Level 5 responses gave examples such as the cost of EU membership with references to the (at the time) forthcoming referendum, the cost of the HS2 rail project, and investing in renewable energy or public transport - often with strong evaluation of the need to weigh up the benefit of such projects compared to the need to fund welfare, health and education. There were a number of such responses, however, that had to be limited to a top Level 4 mark because of the lack of a conclusion - candidates should be reminded that a conclusion is a requirement for Level 5 marks.

\*15 'The government must not pay for things if the public thinks they are too expensive.'

Do you agree with this view?

Give reasons for your opinion, showing that you have considered **another point of view**.

You could consider the following points in your answer and other information of your own:

- What does the government spend money on?
- Why does the government spend money on expensive things?
- Why do some people think that some government spending is a waste of money?
- Are there any reasons why the government might ignore public opinion on spending?

(15)

Yes I agree with the statement because most of the government revenue comes from the taxes we pay ~~come from~~ like income tax and V.A.T.

One reason to support my view is that if we are British citizens and are registered to vote on the electorate we should be able make decisions where the money goes. This is because this money is all of ours, as we live in Britain and we should decide where it goes.

Also, if we live in a democratic society we should be able to help make decisions where money goes.

This is because we all should have a choice if we are a registered electorate.

Finally, if we pay tax we should have a ~~the~~ choice where our money goes. This will also make sure we have a fair democracy.

One reason to disagree with my viewpoint is that it wastes time. We have a representative democracy where we elect MP's to ~~to~~ express our views in government.

Also, it costs too much money to have a vote every time we need to make decisions. We make decisions every week in parliament.

Finally, people could be biased towards different departments like pensions, disability or education. This will not give an even amount across all departments.

In conclusion, we should decide where <sup>the</sup> ~~the~~ governments money goes as it is our money also.



**ResultsPlus**  
**Examiner Comments**

This is an example of a response where the candidate appears to have written a lot, but the arguments made are a simple for and against - so reaching Level 3. The reasoning added about democracy, lifts this into the middle of Level 3.

**\*15** 'The government must not pay for things if the public thinks they are too expensive.'

Do you agree with this view?

Give reasons for your opinion, showing that you have considered **another point of view**.

You could consider the following points in your answer and other information of your own:

- What does the government spend money on?
- Why does the government spend money on expensive things?
- Why do some people think that some government spending is a waste of money?
- Are there any reasons why the government might ignore public opinion on spending?

(15)

It could be argued the government must not pay for things if the public thinks they are too expensive. This may come from the idea that the government have to follow public opinion otherwise during the next election, the electorate won't vote for them. Also if the government are spending money on things which the public do not want, the government may become under pressure for example, Brexit believe the UK should leave the EU and should not have to pay for membership. <sup>This means</sup> Therefore the government is forced to look at the issue (EU membership) and let the public decide (Referendum). Therefore the <sup>government</sup> public is forced to ~~agree~~ listen to the public.

However it could be argued the government

should pay for things even if the public thinks they are too expensive. For example, government spending on the public sector may be seen as expensive however the government are spending money so citizens of the UK can have a better quality of life. Also as the government have been elected by the public, someone could argue the public has to trust the government.

It may also be said governments must not pay for things the public think are too expensive. Some people believe government spending is a waste of time for example, lots of money are spent on Defence which some members view as a waste ~~on~~<sup>of</sup> money and could be used for better departments eg. Healthcare or Education. Also the general public know what is best for themselves so public opinion should be listened to as the public elected the government to voice their concerns and to progress the country the way the public wants.

Although it may be said governments must pay for things the public think are expensive. For example, the government may need to spend money on ~~that~~ things such as schemes

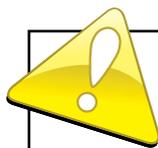
for education so in the long run each generation is equipped with the skills needed in society. Also the government may ignore public opinion on money e.g. anti-austerity protests due to their own plan or beliefs. If the government were to change their plans, this may cause their manifesto to contradict with their actions. Therefore the government needs to ignore public opinion so they can continue their plan.

In my opinion, I think the government must not pay for things if ~~they are too expensive~~. public thinks they are too expensive because the government are there to represent the people and therefore have to listen to public opinion.



**ResultsPlus**  
Examiner Comments

This is an excellent example of a well-balanced answer with good reasoning and evidence to support the arguments made and a clear judgement in the conclusion. It was awarded 14 marks, Level 5.



**ResultsPlus**  
Examiner Tip

Remember, you **don't** have to follow the scaffolding questions to answer the 15 mark essay - they are there as guidance only.

## Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Ensure you revise the full range of the specification to avoid gaps in key areas such as political concepts and issues associated with the global economy
- Spend time to make sure each question is given sufficient consideration to ensure a relevant interpretation is made
- Be careful to give two distinct answers where the question specifies the need for two or more points
- Pay close attention to emboldened words as they will give clues on the direction your response should take
- Where appropriate, be more concise, e.g. where the question says 'give a reason' a relevant sentence will be rewarded equally with a longer and more time consuming paragraph
- In narrative type questions/answers, attempt to summarise the discussion and give a simple conclusion
- Recognise that source material for some questions will be contextual rather than information providing
- Make full use of scaffolding points where appropriate. It is not essential that you use these but experience suggests that they can be very useful in supplying a structure for organising material and can often be a stimulus for developing ideas and arguments.

## **Grade Boundaries**

Grade boundaries for this, and all other papers, can be found on the website on this link:

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